



## Rowsley C of E Primary School Catch-up Premium Strategy

Summer 2021

Summary information					
<b>School</b>	Rowsley C of E Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up</b> (summer)	£ 2, 066	<b>Number of pupils</b>	62

Guidance	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>The Coronavirus (COVID-19) catch-up premium is designed to support primary schools to ensure children catch up as a result of the coronavirus and disruption caused to their education.</p> <p>For 2020-2021, the government has invested over £1 billion in funding to support children. The allocation of funding is calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 6. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on <a href="#">curriculum expectations for the next academic year</a></p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>	
Use of Funds	EEF Recommendations
Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>● Supporting great teaching</li> </ul>

and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.	<ul style="list-style-type: none"> <li>● Pupil assessment and feedback</li> <li>● Transition support Targeted approaches</li> </ul> <p>One to one and small group tuition</p> <ul style="list-style-type: none"> <li>● Intervention programmes</li> <li>● Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>● Supporting parent and carers</li> <li>● Access to technology</li> <li>● Summer support</li> </ul>
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Identified impact of educational disruption	
<b>Maths</b>	Arithmetic and areas not taught due to pandemic i.e. time, fractions, measurement etc.
<b>Gaps</b>	Spelling. Basic grammatical errors and terminology.
<b>Reading</b>	Stamina and comprehension techniques.
<b>Writing</b>	Huge impact of stamina and ideas for writing. Children are forgetting basic punctuation and writing techniques.

EEF recommended strategy	EEF Rationale	Implementation	Cost	Impact/ expected impact
<b>Gaps in knowledge and skills are accurately identified</b>	Staff need accurate information around gaps to inform planning and intervention	HT and teachers to analyse data and assessments at a staff meeting to identify gaps in pupils learning and trends.	One staff meeting	Specific and targeted interventions will take place resulting in targeted pupils making accelerated progress in the summer 2021 term.

<b>One to one and small group tuition</b>	<p>‘There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.’</p>	<p>TA support will be focused on the main academic areas identified by the Spring teacher and formal assessments.</p> <p>Main areas of focus include Year 1 and 3 (R, GAPS and M) GAPS for all the school Year 4 Maths</p>	<p>TA hours to revise basic skills - £10 per hour (approx.)</p> <p>EYFS- 20 min speech &amp; lang x 3 per week</p> <p>Year 1 - 20 min SPAG x 3 per week Year 1 - 20 min maths x 3 per week Year 1 - 20 min reading x 3 per week</p> <p>Year2 - 20 min SPAG x 3 per week</p> <p>Year 3 - 20 min SPAG x 3 per week Year 3 - 20 min maths x 3 per week Year 3 - 20 min reading x 3 per week</p> <p>Year 4 - 20 min SPAG x 3 per week Year 4 - 20 min maths x 3 per week</p> <p>Year 5 - 20 min SPAG x 3 per week</p> <p>TA hours = x12.5 per week= £125 x 14 weeks = £1750</p>	<p>Specific and targeted interventions will take place resulting in targeted pupils making accelerated progress in the summer 2021 term.</p>
<b>All pupils have sufficient opportunity to</b>	<p>After reviewing the assessment data it is clear that pupils have increased</p>	<p>Timetabled daily skills practice to ensure pupils are practicing identified skills.</p>	<p>TA hours to revise basic skills - £10 per hour (approx.)</p>	<p>Summer data shows progress and attainment improved in</p>

<p><b>access regular basic skills revision and instruction</b></p>	<p>gaps in skills and knowledge due to lack of daily practice. Identified areas include: times tables and number bonds to 10.</p> <p>Quality reading opportunities identified by school as key deficit area during lockdown. Evidence – how the brain works - short, intense bursts</p> <p>Teacher assessment and data shows many pupils in all years are poor spellers</p>	<p>Specific TA intervention to help those who have identified gaps.</p> <p>TA hours for increased reading</p> <p>Spelling shed online practise for homework and in class</p>	<p>Yr 5 = 3 x 15 mins per week times tables Yr 3 = 3 x 15 mins per week times tables Yr 2 = 3 x 15 mins per week number bonds to 10 Yr 1 = 3 x 15 mins per week number bonds to 10 = £40 per week x 6 = <b>Price calculated above</b></p> <p>Year 1 and reception reading = 1 hour per day – approx. <b>Price calculated above</b></p> <p>TT rockstars = <b>£94.90</b></p> <p>Spelling shed = <b>£51.46</b></p>	<p>each class (specific targets?)</p> <p>By increasing targeted children's time spent reading 1:1 to an adult, we expect to close gaps in reading progress and ensure KS2 are reading at ARE.</p>
<p><b>Pupils identified as requiring additional emotional wellbeing 1:1 support</b></p>	<p>Research has shown that before pupils that have experienced emotional trauma can attain academically, they need a chance for nurture and positive play.</p>	<p>Trained positive play practitioner to provide 4 positive play sessions a week to our most vulnerable and in need students as identified by staff.</p>	<p>Lego therapy x 3 per week £10 per hour for 8 weeks = <b>£240</b></p> <p>Positive Play interventions – x 4 per week £10 per hour for 8 weeks = <b>£320</b></p>	<p>Pupils who are experiencing emotional barriers to learning will feel safer and more secure in order to enable learning to take place and for the children to feel healthier in themselves. These pupils will begin to make accelerated academic progress.</p>

<b>Supporting parents and carers</b>	<p>'Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.'</p>	<p>Teachers across the federation to make/find video tutorials (i.e. youtube, BBC, Oak Academy) in the areas identified as needing support.</p>	<p>Staff meeting time</p>	<p>By ensuring that parents understand the gaps in knowledge and feel confident to support their children at home will hopefully increase pupil attainment.</p>
<b><u>Total Cost</u></b>			<b>£2, 456.36</b>	